

## CHAPTER V

### FINDINGS AND DISCUSSION

This chapter presents the review on how the GBA implemented in the research site context and the findings of the study resulted in three phase of the CAR. Then, the analysis and interpretation of data in relation to the overarching research problems posed in this study are presented as a discussion in last section.

#### 5.1 Preliminary Phase of the Teaching Program

As was asserted in Chapter III, there are three phases that should be conducted in doing the CAR, i.e. pre-action phase, action phase, and post-action phase (see Lim, 2007). Considering this, the researcher decided to conduct a pre-action phase (preliminary phase) by doing observation and preparation in relation to the implementation of GBA before the study was conducted in the research site. The activities are as follows:

Table 5.1 Activities in Preliminary Phase of the Teaching Program

| Day/Date                       | Activities   |
|--------------------------------|--|
| Monday/<br>11 November 2013    | <ul style="list-style-type: none"><li>Meeting the Headmaster to ask for permission and give the research letter to the Headmaster</li></ul>  |
| Wednesday/<br>13 November 2013 | <ul style="list-style-type: none"><li>Observing the class and asking students about how they were taught English especially writing skill before the research conducted. This activity was done because the researcher did not teach in the class.</li></ul> |
| Thursday/<br>14 November 2013  | <ul style="list-style-type: none"><li>Observing the teaching and learning process before the research conducted.</li><li>Communicating with the teacher and discuss about the research, the material and how it will be conducted.</li></ul>                 |
| Friday/<br>15 November 2013    | <ul style="list-style-type: none"><li>Administering a diagnostic writing test (pre-test)</li><li>Informing the students with the research and the teaching program</li></ul>   |

Before the students were taught the writing skill developed through GBA, the students were given a writing pre-test (Appendix 5). This pre-test was aimed to find out the students' levels in writing achievement. The students were given 40 minutes to do the writing pre-test with "my classroom" as the theme. After the pre-test results were submitted, the researcher and another rater scored the texts based on the rubric adopted from Widodo (2006). The results of the evaluation are displayed in Appendix 5.

Afterwards, the students were informed and given a general explanation about the research. It was necessary to explain about the research since the researcher was not their regular classroom teacher. The researcher also carried out a discussion with the classroom teacher about the research, the theme and how the research will be conducted. This information was important to be given since "what is to be learned should be made clear to the students" (Feez, 2002; Cope and Kalantzis, 1993).

### **5.1.1 Analysis of Students' Test Scores**

This section discusses the result of students' test scores in the pre-test. Based on the statistical analysis by using Statistical Package for the Social Sciences (SPSS) for Windows version 20.0., the descriptive statistic of the pre-test is presented in Table 5.2. below.

Table 5.2 Descriptive Statistics of Pre-Test

| Pre-Test           |         |          |
|--------------------|---------|----------|
| N                  | Valid   | 28       |
|                    | Missing | 0        |
| Mean               |         | 22,5893  |
| Std. Error of Mean |         | 3,14703  |
| Median             |         | 20,6250  |
| Mode               |         | 6,25     |
| Std. Deviation     |         | 16,65252 |
| Range              |         | 56,25    |
| Minimum            |         | 5,00     |
| Maximum            |         | 61,25    |
| Sum                |         | 632,50   |

The result of the pre-test shows that the mean score of the pre-test is 22.59 (SD 16.65). Generally, students' scores on the pre-test are found relatively low. The maximum score is 61.25 and the minimum score is 5.00. This result confirms that the problems encountered in the initial observation proved true. Most students did not have sufficient ability to write. Therefore, an appropriate approach, such as GBA is needed to improve their writing skills. In other words, the implementation of GBA in the teaching of writing in this study was expected to overcome this problem. The scores of students' writing test were expected to improve after the GBA was applied in the teaching of descriptive text writing.

### 5.1.2 Analysis of Students' Texts in Pre-Test

This section presents the analysis and interpretation of three samples of students' texts from three categories: high achievers, middle achievers, and low achievers. From each category, one student's text is analyzed and interpreted as a representation of the categories. The analysis is focused on exploring the schematic structure, the linguistic features and the achievement of the social

function of the text as proposed by Gerot and Wignell (1995), Derewianka (2004), and Knapp and Watkin (2005).

In terms of schematic structure, a descriptive text, as have been explained in Chapter II, should consist of two main elements, i.e. identification and description. Furthermore, the linguistic features which are typically used in the descriptive texts, i.e. present tense, action verb, linking verb, etc (Derewianka, 1990; Gerot and Wignell, 1995; Knapp and Watkin, 2005). The social function of discussion text is to give information about a particular person, place or thing (Derewianka, 1990; Gerot and Wignell, 1995; Knapp and Watkin, 2005).

The analysis of the three student' texts gained through the pre-test are displayed in the following sub-sections. Pseudonyms are assigned to protect the identity of the students. Yogi represents low achievers, Fira represents middle achievers and Nadia represents high achievers. The results of the analysis are closely described below.

#### **5.1.2.1 Low Achiever (Group 1)**

The first text to be analyzed is Yogi's text gained through the pre-test as the representative of low achievers (Group 1). The text, as can be seen in Table 5.3, was written in one paragraph. This suggests that the writer at this stage did not yet meet the schematic structure of a descriptive text which should have the Identification and Description (Derewianka, 1990; Gerot and Wignell, 1995; Knapp and Watkin, 2005). In his text, Yogi did not include the Identification. He only included the description. Additionally, the text that Yogi produced during the pre-test was minimal and commented only on the things in the classroom. It suggests that the student tried to describe the things in the classroom but he was not able to describe them in a complete sentence. It may be that, the writer has limited understanding of writing and its purpose, as John (2002) reports. Similar to this student, the texts of students in Group 1 were short and underdeveloped.

Table 5.3 Analysis of Text 1 Written by Low Achiever

| Schematic Structure | My Classroom  | Linguistic Features                                |
|---------------------|---|--|
| Identification      |   |  |
| Description         | My class <del>is floor, door, wall, book, frame, vase, window, table, pail, eraser, blackboard, chalk, bench, pencil, ruler, waste basket, calender, lamp, days, week, ordinal number, picture, bag, student.</del> | Specific participant: my class<br>Linking verb: is |

In terms of linguistic features, Yogi shows his struggle to write a successful descriptive text as he made grammatical mistake (**My class is floor, door, wall ...**) and misspell word (calender) in the text. In addition, this text has not achieved the social function of the descriptive text that is to describe the classroom to the readers. Indeed, Yogi has shown his understanding of descriptive text since he wrote the words “ My class ...” and the things in the classroom that actually he can used to describe his classroom.

Overall, the pre-test results of Group 1 writers did not acquire the necessary knowledge of the genre to describe the classroom. Some of the students in this category could not even write complete sentences in English. Furthermore, the results of the analysis above suggest that the students in this group really needed scaffolding from the teacher in terms of grammar and control of the schematic structure of a Descriptive text. For this reason, in the action phase, writing should be taught as a process (Gibbons, 2002). The students should be given time to revise, to edit and to proofread their writing (Gibbons, 2002) .

#### 5.1.2.2 Middle Achiever (Group 2)

The second text to be anlyzed is Fira’s text as the representative of middle achievers (Group 2). The text that Fira produced during the pre-test is better than the text written by low achiever as display in Table 5.4 below.

Table 5.4 Analysis of Text 1 Written by Middle Achiever

| Schematic Structure | My Classroom  | Linguistic Features                             |
|---------------------|---|---|
| Identification      | It is <del>class seven-one.</del>   | Specific participant<br>Linking verb: <i>is</i> |
| Description         | in the class room <del>has</del> blackboard, a chair, a door, a vase, a lamp, a table, a celender, a window, a broom. my class room the <del>is</del> flower teacher in the my school the <del>are</del> kind time teach. I have many friend's be rona, jelita, saina, geres, lia | Linking verb: <i>is, are, has, have</i>         |

Although Fira wrote her text in one paragraph, it has shown the schematic structure of a descriptive text. Fira started to introduce her class by identifying it in the first sentence of the paragraph (*It is class seven-one*). In the next sentences, she described about the things found in her class, the teacher, and her friends. These sentences consider as Description of the text (Derewianka, 1990; Gerot and Wignell, 1995; Knapp and Watkin, 2005).

In terms of linguistic features, this text has applied some linguistic features of descriptive text, such as the use of specific participant (class seven-one) and linking verbs: *is*, *are*, *has*, and *have*. On the other hand, Fira shows her immaturity in English grammar, spelling and punctuation as she still made some mistakes, for examples: *in the class room has blackboard, a chair, a door,...*; *my class room the is flower teacher in the my school the are kind time teach*, etc.

As the social purpose of such genre is to give information about a particular person, place or thing (Derewianka, 1990; Gerot and Wignell, 1995; Knapp and Watkin, 2005), the student seemed to have some effort to improve her writing since writing can not be done 'at one sitting' (Gibbons, 2002: 67).

To sum, the students in Group 2 presented lists of facts about the classroom in vague order as illustrated above. The writing characteristics of Group 2 suggests that they have little knowledge about descriptive text. The writers in this category still need some help in creating a successful descriptive text.

### 5.1.2.3 High Achiever (Group 3)

The discussion and analysis presented in Table 5.5 below are taken from Nadia's text as the representative of a high achiever.

Table 5.5 Analysis of Text 1 Written by High Achiever

| Schematic Structure | My Classroom  | Linguistic Features   |
|---------------------|---|---|
| Identification      | This is a class seven-one.  | Specific Participant  |
| Description         | In the class seven-one there is a door, window, blackboard, chair, table, picture. State my classroom very calm, colour a wall my class is with, colour a door is blue.   | Linking verb: is, have<br>Adjectives: white, blue, calm, good |
| Description         | In the my class there is various picture. Among other picture vegetables, animal, flower, etc. in the class we study by ordely. In the my class I have friend that good. When a teacher no enter we study at the same moment. | Present tense: study, enter                                   |

Nadia's text obtained from pre-test was also written in one paragraph. However, it had followed the stages of the schematic structure required by a descriptive text (Derewianka, 1990; Gerot and Wignell, 1995; Knapp and Watkin, 2005). This text suggests that the students at this level had a good control of the schematic structure of a descriptive text which should have Identification and Description. The introduction begins with a general statement, "This is a class seven-one" and was continued by descriptions of the things in the classroom.

Nadia shows her capacity in applying the linguistic features of descriptive text, such as: specific participant (*class seven-one*), present tense (*study*, *enter*), linking verbs (*is*, *have*), adjectives (*calm*, *blue*, *good*). However, in terms of English grammar, Nadia still made some mistakes. For example: *State my classroom very calm, colour a wall my class is with, colour a door is blue*.

A clear social purpose of the text is identified in the writing: describing the classroom, what class was described and the things found in the classroom. The classroom is presented as the focus of the description. In addition, the student

included more information about the class. These characteristics suggest that Nadia already had an understanding of some of the features of the genre before the GBA was implemented.

In conclusion, the writing characteristics of the students in Group 3 show that they have enough knowledge about descriptive text. However, the writers in this category still need help in creating a successful descriptive text.

### 5.1.3 Reflection of Preliminary Phase

From the results obtained in this phase, the researcher and the classroom teacher made a reflection. According to Somekh (1995), the most important element in action research is reflection; it lies at the core of action research. Reflection in action research is “the moment where the research participants examine and construct, evaluate and reconstruct their concerns” (Grundy, 1986: 28). Reflection includes the pre-emptive discussion of the teacher and the observer to identify a shared concern or problem. In this reflective stage, the teacher and the observer decided what the outcomes tell them and try to see new or revised issues for further investigation in the next cycle of action research (Mills, 2007; Burns, 2010).

The results of the reflection of this phase would be used in planning the action phase. First, it was realized that the results of the pre-test of students’ writing test were extremely low. As shown in Table 5.2, the mean score of the pre-test is 22.59. The maximum score is 61.25 and the minimum score is 5.00. This indicates that the students’ achievements in writing need to be improved.

Thenceforth, it is found from the analysis of students’ texts that more than half of the students were considered as very poor writers. Although they had learnt lots of English words and phrases, they were not able to use them to make a correct sentence or a complete English sentence. A lot of students still made basic grammatical mistakes in their text which suggests their need for more scaffolding in terms of grammar. The following are the typical of the students’ mistakes found in their pre-test results:

- I (My) class is blackboard, door, book, picture, chair, table.



- Class I am colour white.
- At it the my class, in class I are window.
- At in the My class, be are calender, vase, window, door, blackboard ...
- I am class seven one on deep class to be many image, map, globe, blackboard, eraser, bench, and calender.
- And it is classroom are table's, chair's, broom's, floor's.

In terms of schematic structure of descriptive text, most of the students had not had good control of the text structure. This confirm to the researcher and the observer that the modelling stage as suggested by genre-based pedagogy, including explicit teaching about the schematic structure, was important for the teacher to achieve a good control of the genre.

Based on the reflection above, the researcher and the classroom teacher decided to act upon all the matters above and implement the stages of teaching cycle proposed by Hammond *et al.* (1992), Gibbons (2002), Emilia *et al.* (2008), and Emilia (2010, 2012) in the teaching of descriptive text writing.

## 5.2 Implementation of the GBA: First Cycle

Having conducted the preliminary phase to identify the problems of teaching writing in the research site and the baseline of students writing achievement, the researcher carried out the first cycle of the CAR. The researcher collaborated with the English teacher of the class in designing the lesson plans, determining the criteria of success, observing the teaching and learning process, and doing the reflection. In the following is a description of activities in the planning, action and observation, and reflection phases that took place in the first cycle.

### 5.2.1 Planning

In planning stage, the researcher made several plans by considering the reflection results of preliminary phase. First, after marking and analyzing the students' texts, the researcher and the classroom teacher discussed the theme that should be taught in the classroom. The theme for the teaching program is "School

Life”. For the first cycle, the researcher decided to implement six lesson plans were prepared for the teaching program based on Kurikulum Tingkat Satuan Pendidikan (KTSP) or 2006 curriculum since the new curriculum, 2013 curriculum, has not implemented yet in the school. The lesson plans were designed with the teaching and learning cycle of the GBA in mind. The researcher did modification and adaptation for the BKoF, MoT, JCoT, and ICoT which was expanded into listening, reading, speaking and writing skills. The activities conducted in this cycle are displayed in Table 5.6 below.

Table 5.6 Activities in the First Cycle

| Meeting | Day/Date                      | Number of hours | Stages                               | Skill                 |
|---------|-------------------------------|-----------------|--------------------------------------|-----------------------|
| 1       | Thursday/<br>21 November 2013 | 2               | Building Knowledge of the Field      | Listening             |
| 2       | Friday/<br>22 November 2013   | 2               | Building Knowledge of the Field      | Reading and Speaking  |
| 3       | Saturday/<br>23 November 2013 | 2               | Modelling of the Text                | Reading and Listening |
| 4       | Thursday/<br>28 November 2013 | 2               | Joint Construction of the Text       | Writing               |
| 5       | Friday/<br>29 November 2013   | 2               | Independent Construction of the Text | Writing               |
| 6       | Saturday/<br>30 November 2013 | 2               | Independent Construction of the Text | Writing               |

Second, the researcher also prepared observation checklist for the observer to observe the activities of the teacher in teaching and learning process whether it was in line with the lesson plans which had made before or not. The researcher prepared observation notes to observe the activities of students during the teaching and learning process. In addition, the researcher prepared the post-test for the class to collect the data in order to recognize the students' improvement scores from pre-test to post-test in this cycle. After that, the texts, student worksheets and figures were prepared as they were necessary materials for students in the teaching and learning process.

Third, in conducting the observation, a video camera was used to gain a record of the teaching and learning process. The reason for this activity was to avoid reactivity (see Alwasilah, 2009). The video camera was also used to capture the pictures of the physical environment of the classroom. By video recording, the researcher can observe an activity afterwards by watching the video, without the disruptions of the classroom or time constraints. The video records were used to help the researcher to get additional data that can not collected by observation note.

Finally, in terms of classroom physical environment, the researcher planned to change the seating arrangement of the students during the research project. Before the research project, the seats were like a theatre with all the students looking towards the teacher. In order to avoid being the focal point of the interaction, the teacher should arrange the desks in the classroom in such a way that the students can look directly at one another, therefore maximizing interaction among the students. For this reason, the students sat in the U shape during the instruction. The researcher consulted this plan with the classroom teacher and she agreed with this. Then, the classroom teacher asked the students to change the seating arrangement before the first meeting was begun.

### **5.2.2 Action and Observation**

There were four stages of instruction conducted in this phase: Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). These stages were intended to accommodate the stages in the Curriculum Cycle of the GBA (see Chapter II and Chapter IV). They were implemented flexibly to ensure that the activities and assignments the students engaged were appropriate and relevant.

#### **5.2.2.1 Meeting 1: Building Knowledge**

This stage is to develop students' background knowledge about the topic they are going to write (Feez, 2002; Gibbons, 2002, 2009 as cited in Emilia,

2010). This activity focused primarily on “content” of the text which the students will eventually write (Derewianka, 1990; Gibbons, 2002; 2009 cited in Emilia 2010). Building up and sharing knowledge of the field between teacher and students conducted cooperatively at this stage.

As mentioned in Chapter II, Building Knowledge stage was suggested to be accomplished in more than one meeting (Emilia, 2005; 2012). Considering this and the situation of students in the Class VII 1, the researcher decided to conduct this phase in two meetings. For the first meeting, the teacher decided to do building knowledge stage by doing listening activities.

The teacher opened the meeting by greeting the students and asked a student to lead the prayer. Afterwards, the teacher checked the students’ attendance by calling the students’ name one by one. In this activity, the teacher used full English to communicate with the students to encourage and familiarize the students with English. Then, the teacher asked whether the students were ready to follow the lesson that day as a motivational activity.

An ice breaking activity related to students’ prior knowledge were carried out. To relate the students to the topic they have studied in the previous meeting, the teacher asked them to point parts of their bodies. It was used to make them concentrate and ready to follow the lesson. By doing this activity, the students had so much fun in playing that they did not realize that they were learning something at the same time.

Then, the teacher prepared the students by introducing the topic of the meeting (“**My Classroom**”) and finding out what they already know about it. The next activity, as a brainstorming session, was playing a guessing game where the students had to guess the name of things described by the teacher. This activity aimed to activate the students’ schemata or facilitated the students with prior knowledge that might help them understand the material easily. Listening activity can help students comprehend what they hear by activating their prior knowledge. Students listened to the descriptions about several things found in the class read by the teacher.

After listening to the descriptions of each thing, the teacher asked the students to guess based on the short description read by the teacher. At this stage, teacher prepared seven pictures of things found in the classroom. Most of the students looked enthusiastic. They gave positive response to this activity. It could be seen from their enthusiasm to listen and answer the questions of the teacher. If they had got the clues, they answered the teacher' questions immediately. However, some student seemed confused because they did not get the clues or they did not know the name of the thing in English.

The last activity in this meeting was doing the assessment. The teacher gave a listening assessment to the student. The teacher read four or five sentences about description of a thing found in the classroom while the students concentrated on listening to the sentences, and then they chose the best answer in the worksheets. The same process continued until the whole descriptions were done. At the final stage, students checked their answers while the teacher read the whole description again. Afterwards, the students collected their worksheets to the teacher to be checked

In summary, this meeting is for some extents successful because by doing the activities, the students started to build their knowledge about things in the classroom. At this stage, the students explored their prior knowledge about things in the classroom. Some students had enough vocabularies dealing with things in the classroom. However, most of the students seemed confused about what they had to do in this meeting because they did not understand the instruction. It happened since the instructions were presented in full English by the teacher.

#### **5.2.2.2 Meeting 2: Building Knowledge**

The second meeting of this cycle was conducted in the next day. This stage also helped elicit students' background or shared knowledge. At the beginning, the teacher started with greeting the class and reviewing the previous lesson by asking the students about them. Then, the teacher checked the attendance list. In the previous meeting, the researcher checked the students' attendance by calling the students' name one by one. To be more efficient, in this meeting and for the

later meetings, the teacher scanned the students or asked the chairman or one of the students who was absent directly. This really worked well and allowed the teacher to proceed to the next activity. After that, the teacher explained the topic of the meeting briefly. The topic of this meeting was reading a text entitled “**My Classroom**”.

The text was distributed by the teacher to the students. Next, the teacher asked the students to scan some unfamiliar vocabularies in the text. The teacher gave them two minutes to do the scanning. Next, the teacher asked the students to discuss about the text in pairs and read the text with their partner. The teacher asked each pair to write any new or difficult word in the text in their notebooks. (Feez and Joyze, 1998, Feez 2002). This was intended to make the students not have to read the text again when writing the independent construction text and thus it will save their time (Emilia, 2005). Some students also consulted to their dictionaries to find the meaning of the words. Next, the teacher asked some students to read the text and answered the questions related to the text in their worksheets.

Based on the observation in this activity, most of the students gave positive responses. They did what the teacher asked like scanning the text, reading the text, and finding out detailed information from the text. However, there were four students who did not pay attention to what was going on in the classroom. They were just silent when the teacher asked them a question related to the text they suppose to read.

Overall, meeting 2 was more successful than the previous meeting. In this meeting, students seemed more active in the learning process because the teacher asked them to work in groups. The reason for this is they could use Indonesian language during the group work. It was really helping the students to become understand what they had to do in this stage and to get information about the text.

### **5.2.2.3 Meeting 3: MoT**

This stage focused on language concern, specifically on the form and function of the particular genre written by the students. The aim of this activity

was to introduce students with the social function, the schematic structure, and the language features of descriptive text.

After greeting the students, the teacher checked the attendance list by asking one of the students who was absent on that day. Next activity, the teacher gave a copy of an example of descriptive text and some explanations about definition, social function, schematic structure, and linguistic features of it. The teacher asked the students to skim the text and asked some of the students about the theme of the text. Some students gave responses to the teacher's question. Afterwards, the teacher asked two students to read the text. They did it well although they still made some mistakes in pronunciation.

Furthermore, the teacher explained the purpose of the text and how the writer organised text, as well as some distinctive language features. Having explained the students about the schematic structure of the text, the teacher explained about the language features of the text to the students (Derewianka, 1991, Gerot and Wignell, 1994; Emilia 2011). The teacher gave some examples to the students by using the text they have read.

The teacher reviewed or taught relevant linguistic features. For descriptive text, the class was reminded of the uses of present tense, action verbs, linking verbs and adjectives. Furthermore, the teacher started the next activity by dividing the students into seven groups of four students. Then, the students sit in their groups. The teacher gave one envelope of words to every group. In this activity, students were asked to rearrange the words in the envelope into one or two sentences. The text was made by the teacher. Meanwhile, the observer was sitting behind the class to observe the implementation of this technique. After the time was up, the teacher called one member of each group to write their sentence(s) on the blackboard.

Based on the observation, it was found that only four groups were active and the other three were so passive that they even could not make a sentence after the time was up. It was because some students did not focus on the activity and they still need scaffolding in making a sentence with right grammar. When the other students can work well with the members of their group, some students in

the passive group seemed not active during the group discussion. They make noise and could not be controlled well. In addition, there was another student who always made trouble during the lesson. He usually fell asleep in the class and the teacher often paid attention to him to find out how she could help him. The teacher asked him to write the answer of his group on the blackboard and he did it well. It was a good chance for the teacher to encourage him with praising words. From then on, he never fell asleep and was attentive to what the teacher taught in the class and noted down the main points.

After this activity was over, the teacher gave feedback to students about what they have done. Furthermore, the teacher also asked all the groups to rearrange the sentences written on the blackboard into a descriptive text and divide the text based on the schematic structure of descriptive text, identification and descriptions. In addition, there was no right or wrong answer for the arrangement, because this activity was made to stimulate the students' interest in making a descriptive text.

In summary, this meeting had achieved its aim. This stage was conducted in a quite an appropriate way that the teacher showed the model text in printed materials. This is relevant to the suggestion from the genre-theorists to allow the teacher and the students and to talk about the text more easily. However, this stage took quite a long time as the group work wasted more time to complete the task.

#### **5.2.2.4 Meeting 4: JCoT**

Having conducted the modelling stage, the teacher continued to the JCoT stage in the next week. During this stage, the teacher guided students to create a descriptive text with the same topic. The teacher and students wrote the text together, with the students contributing ideas about what should be written and the sentences should be used. This helped the students to become familiar with the GBA to writing and to develop writing confidence. The teacher reminded the class what the purpose of the text, the schematic structure and the linguistic features. The teacher and students used the metalanguage (that is a language to



talk about language) which has been developed through explicit teaching in the MoT stage.

The pre-writing activity was mind mapping. It was done by asking the students to think possible vocabulary items related to the topic. The main goals of using mind mapping were to help students organize their ideas, to assist them to write easily and quickly, and to help them improve their grammar. The teacher wrote the words mentioned by the students on the blackboard so that everyone could see it.

Having finished the mind mapping activity, the teacher asked the students to make up one sentence in the text based on the mind mapping. The students and the teacher began drafting the ideas into a rough draft. The teacher scribed as the students contributed their sentences to the text. At the same time, the teacher provided a scaffold for the students through discussion and questions, reviewing what they had known about the text type and the topic. While doing this activity, the teacher told the class to check any misspelled words and grammatical errors that they found to be revised in the revising stage.

After the drafting stage, the teacher and the students moved into revising the text. Revising and rewriting the first draft through the writing process are necessary because the proponents of this approach think that there are few people who get their writing exactly right at the first time. During this part of the activity, the teacher asked the students to raise their hands and told her where there were grammatical errors. For example, one student pointed out that the first letter in the title needed to be capitalized. Another student told the teacher that to be “is” should be changed into “are” since the things described are plural and so on. The teacher also explained the grammar when the students did not realize it. According to Emilia (2010), the teacher must explain grammar explicitly in order to make students more understand about it.

To sum, this meeting is more succeed than the third meeting. The students looked more active in giving their input in jointly writing. However, from the observations, it was noticed that some students still found it was hard to develop a solid understanding of the appropriate use of some grammatical features.

#### 5.2.2.5 Meeting 5: ICoT

The ICoT stage was the final stage of the implementation of the GBA. At this stage, students have to be able to write their own text individually. The students had experienced all stages of GBA at this time. They had developed knowledge about the topic, became familiar with the major features of the genre, and participated in a joint construction with the teacher as their guide, so this independent writing has been strongly scaffolded. Students should be able to write the text and draw on their learning experience in the previous three stages (Gibbons, 2009 cited in Emilia, 2010). In this stage, Hammond (1992) suggests that the teacher's role consists of being available for consultation with individual student who need specific feedback, instead of providing them with direct support. Since this stage was not finished in one meeting, the teacher needed two meetings to do this phase.

The first meeting of this stage was for the students to write their first draft of the descriptive text about their classroom. They had eighty minutes to finish all the activities and they could ask for the teacher's help when they needed. Before writing the first draft, students made a mind map of the topic they should write. Some of the students did it well while others still needed guidance. The teacher gave guidance to the students to do the mind mapping.

Having finished the mind mapping activity, the students began drafting the ideas into a rough draft. Then they write their first drafts. When they had finished their texts, one by one the student showed their texts to the teacher to be read and commented. Then, the teacher and the students discussed ways to improve the first draft both structurally and linguistically. The teacher also made some of students' mistakes as the subject for the next meeting, without mentioning whose mistakes they were. The students managed to complete the assignment within forty minutes although some of them did not finish their texts. At the end of this meeting, all the students submitted their first draft to the teacher to be marked.

In summary, meeting 5 shows a conducive situation throughout the meeting. The student gave the impression that they were enthusiastic in writing their own text.

#### **5.2.2.6 Meeting 6: ICoT**

In this meeting, students continued their writing by re-writing their first drafts into second drafts. Relying on the teacher evaluation, students wrote their second drafts and tried to add the information missing in their first drafts. Furthermore, they were permitted to bring new ideas into their second drafts. Afterwards, the students revised their first drafts. The students worked on the revision by themselves before submitting the second drafts.

Before starting the last activity, the teacher told the students that in the last period of that meeting, she would ask them to write their final texts as the post test of the cycle. Next, the teacher gave comments to students' second drafts, especially on their contents and ideas and on the possible ways of expressing them in a clearer or better way. In addition, the teacher highlighted some of their grammar and spelling mistakes which made the meaning unclear or wrong.

Afterwards, students were asked to take teacher's remarks into consideration while writing their final drafts. The students were engaged in tidying up their texts as they prepare the final draft to be evaluated by the teacher. While the students were working individually, the teacher monitored their works to ensure that they could follow the instruction.

At the end of this meeting, all the final texts were submitted to the teacher to be checked. Students' first drafts, second drafts, and final texts were stapled together and submitted to the teacher for grading. The final texts were considered as the post-test of this cycle. The result of post-test 1 is presented in the appendix.

The same condition as meeting 5, in this last meeting, the students looked happily doing their final texts and tried to write their texts based on schematic structure and linguistic features of descriptive text.

#### **5.2.3 Analysis of Students' Test Scores**

Having been taught by using GBA, the students made progress on their writing achievements. The improvements can be studied by comparing the results of the writing pre-test and post-test 1. Furthermore, in order to reveal the

significant level of the improvement, the two test results were compared by using paired sample t-test technique (O'Rourke *et al.*, 2005).

Based on the statistical analysis by using Statistical Package for the Social Sciences (SPSS) for Windows version 20.0., the mean value of the pre-test was 22.59 (SD 16.65) as shown in Table 5.2. Meanwhile, the mean value of post-test 1 was 56.70 (SD 19.81) as presented in Table 5.7. below.

Table 5.7 Descriptive Statistics of Post-Test 1

| Post-Test 1        |         |                    |
|--------------------|---------|--------------------|
| N                  | Valid   | 28                 |
|                    | Missing | 0                  |
| Mean               |         | 56,6964            |
| Std. Error of Mean |         | 3,74405            |
| Median             |         | 63,7500            |
| Mode               |         | 63,75 <sup>a</sup> |
| Std. Deviation     |         | 19,81165           |
| Range              |         | 63,75              |
| Minimum            |         | 22,50              |
| Maximum            |         | 86,25              |
| Sum                |         | 1587,50            |

a. Multiple modes exist.

The smallest value is shown

Table 5.7 presents the mean scores of the students in the post-test 1. It shows the standard deviation of 19.81 in the post-test 1. The maximum score is 86.25 and the minimum score is 22.50. From the results obtained, it can be interpreted that the mean score of the post-test 1 is greater than the pre-test (the mean score was 22.59, the SD was 16.65). This indicates that there is an improvement in the result of students writing after the GBA was implemented in the teaching of descriptive text writing. The improvement of the mean score can be seen in Figure 5.1 below.

Figure 5.1 Improvement of Mean Score of Students' Texts in First Cycle

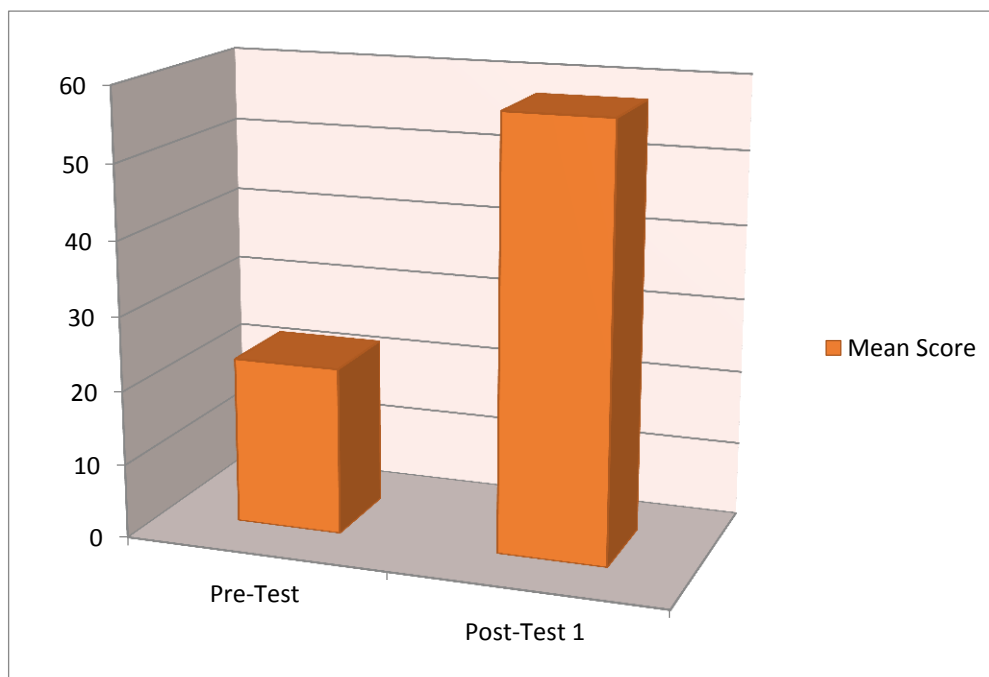


Figure 5.1 shows there is improvement of the mean score of students' writings. It shows that after the implementation of GBA, the students' score improved by greater amounts. This improvement could be gained by implementing the stages of GBA and also the explicit teaching (Gibbons (2002). Based on the results above, it can be concluded that there is an improvement of student's writing achievements after the GBA was implemented in the teaching of descriptive text writing.

To investigate whether this improvement was significant, a paired samples t-test was performed. The hypotheses tested are:

$H_0$ : There is no difference between the mean score in the pre-test and post-test

$H_1$ : There is a difference between the mean score in the pre-test and post-test

The results of the paired samples t-test are shown in Table 5.8, Table 5.9, and Table 5.10 below.

Table 5.8 Paired Samples Statistics of Pre-Test and Post-Test 1

|        |           | Mean    | N  | Std. Deviation | Std. Error Mean |
|--------|-----------|---------|----|----------------|-----------------|
| Pair 1 | PreTest   | 22,5893 | 28 | 16,65252       | 3,14703         |
|        | PostTest1 | 56,6964 | 28 | 19,81165       | 3,74405         |

Table 5.9 Paired Samples Correlation of Pre-Test and Post-Test 1

|                            | N  | Correlation | Sig. |
|----------------------------|----|-------------|------|
| Pair 1 PreTest & PostTest1 | 28 | ,654        | ,000 |

Table 5.10 Paired Samples Test of Pre-Test and Post-Test 1

|        |                     | Paired Differences |                |                 |   |           | t       | df | Sig. (2-tailed) |
|--------|---------------------|--------------------|----------------|-----------------|---|-----------|---------|----|-----------------|
|        |                     | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |           |         |    |                 |
|        |                     |                    |                |                 | Lower                                     | Upper     |         |    |                 |
| Pair 1 | PreTest - PostTest1 | -34,10714          | 15,43301       | 2,91657         | -40,09144                                 | -28,12284 | -11,694 | 27 | ,000            |

According to Table 5.10, the mean score of the post-test 1 was 34,11 higher than the mean score of the pre-test. The observed probability value was  $p = .000$  ( $p < .05$ ), which indicates that the difference between pre-test scores and post-test scores was significant at a significant level .05 (O'Rourke *et al.*, 2005). This result shows that there is a significant difference between post-test 1 and pre-test of students' writings; the first post-test results are significantly higher than the pre-test. The mean difference is negative here because the scores gained after the implementation of the GBA was subtracted from the scores gained before the implementation. So the mean difference really shows that the scores tend to improve after the implementation of GBA.

In this case, the null hypothesis that there is no difference between the mean score on the pre-test and post-test is rejected and the alternative hypothesis is accepted. This implies that students' writing achievements significantly improved after learning descriptive text through the GBA. Thus, it indicates that

the GBA was effective to help students improve their writing ability. Although there is a significant improvement in students' writing post-test, however, the mean score had not achieved the criteria of success of this study. For this reason, another cycle was still needed to maximize the results.

#### 5.2.4 Analysis of Students' Texts in Post-Test 1

Three texts produced in the independent stage of this cycle, written by the same writers as those in the preliminary phase, are analyzed. The text analysis is devoted to finding out the effect of the implementation of the GBA in students' texts after the teaching program conducted. The analysis will be displayed in the following sub-sections.

##### 5.2.4.1 Low Achiever (Group 1)

Unlike his pretest writing, Yogi's text (Table 5.11) has demonstrated a good control of the schematic structure of the descriptive text which should have Identification and Description (Gerot and Wignell, 1994; Derewianka (2004). As an identification, the writer identified his classroom in the first sentence. The next sentences described some things found in his classroom.

Table 5.11 Analysis of Text 2 Written by Low Achiever

| Schematic Structure | My Classroom  | Linguistic Features                                    |
|---------------------|---|--|
| Identification      | My classroom is <del>class VII 1 (seven one)</del>  | <del>Specific participant: my classroom</del>          |
| Description         | In my classroom, there are <del>many</del> brooms. There are <del>five brooms in my</del> classroom. There are <del>lamps in front</del> of the classroom.  | <del>Linking verbs: is, are</del>                      |
| Description         | In the my class, there are <del>many</del> flowers. There are <del>six flowers in my</del> classroom. There are <del>many</del> chairs. There are twenty nine chairs in my classroom. In my classroom there are many tables. There are sixteen tables in my classroom | <del>Linking verb: are</del><br>Present tense: is, are |

In terms of linguistic features, the writer had used some linguistic features of descriptive text (Gerot and Wignell, 1994; Derewianka, 2004; Knapp and Watkins, 2005; Emilia, 2012), for examples: specific participants (*My classroom is ...*) and linking words (*is, are*). In addition, the writer showed his good control of tense in that he could successfully use the present tense in describing his classroom. However, the text still shows grammatical mistake, such as: *In the my classroom ...* which suggests the student's incapacity to use the article "the". This suggests that the writer still needed more explicit teaching about grammar and more consultation to make his text better as suggested by Gibbons (2002). In sum, compared to his first text in the pre-test, this text in some ways is better since there is no misspell word found in this text. The writer had also written his idea in complete sentences and the text is much longer than his previous text.

Generally, the social purpose of this text has already achieved since the text showed that the writer intended to describe about some parts of his classroom. The writer had been successful in using the schematic structure (Derewianka, 2004; Gerot and Wignell, 1994) and some of the linguistic features, i.e. significant participant, linking verb and present tense (Gerot and Wignell, 1994; Derewianka, 2004; Knapp and Watkins, 2005; Emilia, 2012).

#### **5.2.4.2 Middle Achiever (Group 2)**

Another text (Table 5.12) written by Fira, categorized as middle achiever, also shows a lot of improvements in terms of control of the schematic structure and linguistic features of descriptive text. From the length of the text, this text is longer than her previous text, which suggests that the writer had more linguistic resources to write a descriptive text.



Table 5.12 Analysis of Text 2 written by Middle Achiever

| Schematic Structure | My Classroom  | Linguistic Features  |
|---------------------|---|--|
| Identification      | My classroom <del>is class VII-1</del>  | <del>Specific participant: my classroom</del><br>Linking verbs: is   |
| Description         | Its colour is <del>white</del> . My classroom is full <del>desk's and chair's</del> . There is <del>a blackboard for writing</del> . Teacher <del>writes with a chalk</del> . We hang many picture's in my classroom. We study with pen and book. | <del>Linking verbs: is</del><br><del>Present verbs: writes, hang, study</del><br>Adjectives: white, full   |
| Description         | Every morning, we clean classroom with broom's so that it is <del>clean</del> . In my classroom there are <del>twenty one glass window's</del> . I love my classroom because it is <del>clean and neat</del>                                      | <del>Linking verb: is, are</del><br><del>Present verbs: clean, love</del><br><del>Adjectives: clean, neat</del><br>Action verb: clean<br>Mental verb: love |

In terms of the schematic structure, the text started with a clear Identification (*My classroom is class VII-1*) and continued by descriptions of the classroom and the things found in it. Meanwhile, in term of linguistic features, Fira's text shows more variety of linguistic resources used to help this text to be successful. Different from her first text in the preliminary phase, in this text, beside using specific participant and linking verbs, Fira also used present verbs like clean (action verb) and love (mental verb). A mental verb (love) was used in this text to express personal comment of the writer (Emilia, 2012). Fira could use this verb after read some texts in the Building Knowledge and Modeling stage. Furthermore, she used many adjectives in this text, such as: white, full, clean and neat, etc.

Based on the analysis of the schematic structure and linguistic features, it can be concluded that this text has achieved the purpose of descriptive text. The writer was successful in controlling the schematic structure of descriptive text. The writer had also used almost all the linguistic features relevant to a descriptive text (Gerot and Wignell, 1994; Derewianka, 2004; Knapp and Watkins, 2005; Emilia, 2012).

### 5.2.4.3 High Achiever (Group 3)

The last text analyzed in this cycle is Nadia's text as the representative of high achievers. The analysis of this text can be seen in Table 5.13 below.

Table 5.13 Analysis of Text 2 Written by High Achiever

| Schematic Structure | My Classroom   | Linguistic Features  |
|---------------------|--|--|
| Identification      | My classroom is <del>class VII-1</del>   | Significant participant: my classroom<br>Linking verbs: is                           |
| Description         | My class has many pictures. Its colour is <del>white</del> . In my classroom, there are many flowers. On the ceiling, there are four lamps. In my class there are <del>brooms</del> . My classroom has <del>two</del> doors. In my classroom, there are twenty one glass windows. In front of my class, there is a blackboard. | Linking verbs: is, are. Has  |
| Description         | My teacher always writes <del>on the blackboard</del> with a chalk. In the my class, there are <del>many desks and chairs</del> . Every student has <del>a chair</del> for sitting and teacher has too. On the table, there are many stationaries, for example: book, pen, pencil, eraser, etc.                                | Linking verb: are, has<br>Present Tense: writes                                      |
| Description         | Every morning, my class is <del>clean</del> . The teacher makes <del>us a schedule</del> for cleaning the classroom. In my class, many students <del>use backpack</del> . In my class there is <del>a pail</del> . I love my class because it is <del>clean</del> .  | Linking verb: is<br>Action verb: makes, use<br>Mental verb: love<br>Adjective: clean |

The influence of the GBA intervention is clear in Nadia's post-test 1 (Table 5.14) when compared with her text produced in the pre-test. Nadia's text provides clear evidence that the stages of the GBA had given many linguistic resources for students to make their texts better. This text shows that Nadia has had good control about the schematic structure of descriptive text as suggested by Gerot and Wignell (1994) and Derewianka (2004). She started her text with an identification of her classroom and followed by describing the situation of her class.

In terms of linguistic features, Nadia has used specific participant (my classroom), linking verbs (is, are, has), present tense (writes, makes, use), action verbs (writes, makes, use) and adjective (clean). It shows her capacity in applying all the linguistic features of descriptive text in the text she wrote. In addition, she used a mental verb to express her impression of her class in the last sentence of her text (Emilia, 2012). It shows that the writer had tried to add her personal comment about her class.

Based on the analysis of the schematic structure and linguistic features of the text above, it can be concluded that this text has achieved the social purpose of a descriptive text. The writer was successful in controlling the schematic structure of descriptive text and used all the linguistic features relevant to a descriptive text (Gerot and Wignell, 1994; Derewianka, 2004; Knapp and Watkins, 2005; Emilia, 2012). All these also suggest that the mastery of English structure is developing (Emilia, 2012).

### **5.2.5 Reflection**

In the reflection stage, both teacher and observer discussed and reflected what had been done during the first cycle. The reflection was carried out by considering the observation checklists, the observation notes, the analysis of the students' test scores and the analysis of students' text. The reflection stage involves an analysis of the results of the action implementation during the first cycle. The data obtained in the observing stage were compared to the indicators of the criteria of success (Koshy, 2005; Mills, 2007; Burns, 2010). The results of this cycle were used in two main ways to modify the teacher practice and to continue the cycle of action research.

From the descriptions of all the stages in action and observation stages above, there are some aspects that show the success of this cycle. First, the teacher had implemented all the stages of the GBA successfully for some extents. Second, the results of students' writing tests improved after the implementation of the GBA. Third, from the analysis of samples of students' texts, it was found that all students, from low achievers up to high achievers

gained improvement in this study in different aspects of descriptive text writing. This had led to the fact that at the end of the teaching program students had a relatively similar understanding and control of a descriptive text (Emilia, 2012). This suggests that explicit teaching and the teaching of writing as process could help the students write a better descriptive text. This relevant to the aim of the GBA mentioned in Chapter II.

Apart from all the successful aspects above, there were four matters that need to be discussed and then acted upon. First, from the observation checklists, it is found that the teacher had not been consistent in applying the steps of in the lesson plans. The teacher spent too much time in doing certain activities and the last activities could not be conducted as planned before.

Second, the main problem was occurring when the teacher explained about the topic. Some students did not pay attention. several students did not ask questions to the teacher. It meant that they still had low participation in the teaching and learning process. This must be solved well by giving them more chance to asked and active in the teaching and learning process.

Third, most of the students had been able to write complete sentences and applied the schematic structure of the descriptive text, but some students still found it difficult to do so. This problem must be solved by re-explained the procedures well by doing explicit teaching (Feez and Joyce, 1998; Hyland, 2003, 2007; Emilia, 2005, 2010, 2012; Emilia *et al.*, 2008; Emilia and Tehseem, 2013).

Fourth, some problems were also found in the classroom activities. There were some weaknesses found when the students learned to analyse texts and do independent writing. The students have shown an increasing ability to structure their sentences while others needed more practice with spelling and sentence construction. The problem of the simple present tense and plural form should be explained again by the teacher.

At this stage, based on the data presented above, the first research question, to some extents, has been answered. However, considering the results of observations during the action stage, the results of the post-test and the results of the students' text analysis, the teacher and observer decided to conduct another

cycle because some of the criteria of success in this study had not been achieved. Again all phases of the spiral were re-practiced.

### 5.3 Implementation of the GBA: Second Cycle

In the following is a description of the planning, action and observation, and reflection and modifications that took place in the Cycle 2 of the classroom action research project for teaching writing descriptive texts.

#### 5.3.1 Re-planning

The teacher and observer conducted a re-planning stage by revising the lesson plans from the previous cycle. The findings in the reflection stage of the first cycle were used to create better lesson plans. Six lesson plans were prepared for the teaching program in the second cycle.

In this cycle, the teacher and observer decided to use different and more complex topic to avoid repetition in students' texts. The topic in the second cycle was focused on school. The teacher also modified the teaching strategies and focused more on overcoming the grammar and time issues based on the results of the reflection stage. The activities conducted in the second cycle are explained below.

Table 5.14 Activities in the Second Cycle

| Meeting | Day/Date                      | Number of Hours | Stages                               | Skill     |
|---------|-------------------------------|-----------------|--------------------------------------|-----------|
| 1       | Thursday/<br>21 November 2013 | 2               | Building Knowledge of the Field      | Listening |
| 2       | Friday/<br>22 November 2013   | 2               | Modelling of the Text                | Reading   |
| 3       | Saturday/<br>23 November 2013 | 2               | Joint Construction of the Text       | Writing   |
| 4       | Thursday/<br>28 November 2013 | 2               | Joint Construction of the Text       | Writing   |
| 5       | Friday/<br>29 November 2013   | 2               | Independent Construction of the Text | Writing   |
| 6       | Saturday/<br>30 November 2013 | 2               | Independent Construction of the Text | Writing   |

### **5.3.2 Action and Observation**

As in the first cycle, in this phase, four activities were conducted: i.e. Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). The second cycle was held in the next week after the post-test of the first cycle. The topic of this meeting was about school. In the action stage, the teacher performed the teaching learning process based on the six lesson plans and wrote an observation notes after the completion of each meeting. The observer sat in the back seat in the class observed and filled the checklist while the teacher observe and wrote some notes of the class situation during the teaching-learning process.

#### **5.3.2.1 Meeting 7: Building Knowledge**

Considering the results of the first cycle and the situation of students in the Class VII 1, the teacher carried out this phase in one meeting. This decision was taken because the teacher believes that the student had had “sufficient background knowledge” (Emilia, 2012) of their school environment. In this stage, relevant to the aim of the stage mentioned in Chapter II and Chapter IV, the teacher prepared the students to read a text by accessing their background knowledge related to school. This activity is important to build the students’ knowledge of a topic, as Gibbons (2002) argues. A text relating to school accessed from the internet was read and discussed in the classroom. This text had expressions and vocabulary items that could be used by the students in writing a descriptive text about school as suggested by Emilia (2012). The teacher encouraged the class to continue their note-taking during this stage. After reading the text, students were asked to answer questions related to the texts in the students’ worksheet. This comprehension exercise was used to familiarise them with the text structure and language features of the genre.

#### **5.3.2.2 Meeting 8: MoT**

The second meeting of this cycle was in the next day. First, the teacher did brainstorming with students by asking previous material and tried to connect the

current material with previous material. The responses of students were very good because all students could mention the previous material well. It meant that they understood about the material. Then, the teacher presented a model of descriptive text, asked the students to read the text and discussed the content in pairs.

Afterwards, the teacher asked them to analyse the schematic structures and the linguistic features of the text. This activity was carried out since the students had been taught about the schematic structure and the linguistics features in the modeling stage of the previous cycle. The teacher reminded the students to ask questions or helps if they found some difficulties in doing this activity (Feez and Joyce, 1998; Derewianka, 2004). The schematic structure and linguistic features that are significant for achieving the purpose of the text were pointed out using a model text.

The teacher also reviewed the previous lessons in the first cycle and asked the students what they did not understand. The teacher also reminded them of the use of simple present tense, plural form, and other materials. The teacher did it again to correct the mistakes which had been done by students in the first cycle. Afterwards, the teacher told the students about their mistakes in the first cycle writing and what they should do to make their text better. Language focus exercises were then given to enable students to develop accuracy in the use of linguistic features relevant to descriptive text.

Most of the students understood about all the topics and they had known to differentiate when they needed to use 'to be' and 'auxiliary verb' of present tense. It was expected that students would not repeat their mistakes. Besides, the teacher asked the students to list vocabularies related to the topic and wrote them down on the white board. It was used to help students in writing so that they used appropriate words in their writing. In addition, the teacher told the students how to pronounce those vocabularies.

### **5.3.2.3 Meeting 9: JCoT**

During the third stage, joint construction of text, the students practiced constructing a text based on the social function, the schematic structure and the

linguistic features of a descriptive text. Different from the JCoT stage in the first cycle, in which teacher wrote a descriptive text with the students, the students practiced to write a text with their friends in this cycle as suggested by Derewianka (2004). Not to follow what had been conducted in Emilia *et al.* (2008), which grouped the students in four or three, the teacher asked the students to work in pairs in this study. It was because as happened in the first cycle, the teacher found that working in groups of four or three were not effective. Most students did not involve and work maximally in their group. For all the reasons mentioned, the teacher decided to conduct this stage in two meetings.

The teacher asked them to choose their own partners. The teacher reminded the students that this activity was not “a straightforward task” (Gibbons, 2002). They were suggested to use expressions, vocabularies and ideas which they have got from the previous stage to express what they wanted to convey in their writing. Before starting to write the text, they were asked to do mind mapping to generate their ideas on what to write and how to organize the text. The teacher asked the students to discuss with their partners how to compose their text about the topic.

While the students were discussing, the teacher, as a facilitator, helped them clarify their ideas. The teacher still guided the students to do this activity (Gibbons, 2002). During this process, the teacher monitors students’ interaction. If the students have difficulty in generating ideas, the teacher helped and guided them in developing an outline (Feez and Joyce, 1998; Derewianka, 2004). The teacher walked from one group to another to help in case of difficulties. The teacher also asked everybody to participate and to understand what was going on in their groups. Finally, the teacher asked each group to write a first draft.

The students did this technique well. Besides, the students can be controlled well in the classroom. All students were active when this technique was conducted. Having completed the first draft, each group submitted their drafts. The teacher checked all the drafts and gave comments. On giving the comments, the teacher focused on the strength of the students’ writings (Feez and Joyce,



1998). Afterwards, the teacher and the students discussed ways to improve the first drafts both structurally and linguistically.

By doing this discussion, the students could revise their text. One of the benefits of this revision was to show the students that “writing is a process” (Gibbons, 2002: 67; Butt *et al.*, 2000: 267). It is not unusual for a writer to write several drafts before he or she comes to the neat and finished writing.

At the end of this meeting, the teacher reminded students that in the next meeting they would write the second draft and that it should not be difficult if the first draft has been done thoroughly. The teacher also told the students that they would share their text to their friends by reading it in front of the class.

#### **5.3.2.4 Meeting 10: JCoT**

At this meeting, all the pair groups wrote their second drafts of the text about the school. They had fifty minutes to write the second drafts and they could ask for the teacher’s help when they needed (Feez and Joice, 1998; Derewianka, 2004). Fourteen second drafts were submitted to the teacher to read and to comment.

In the last period, after the teacher checked the second drafts, the student groups revised their second drafts and wrote their neat final texts. After students have been given sufficient time to their final texts, the students shared their texts with other groups by reading their text in front of the class. Raimes (1983) names this activity as publishing stage.

Finally, the students were able to produce their final texts in the JCoT stage by drafting, sharing, editing, conferencing, revising and publishing their texts (Raimes, 1983). The learning is reflected in students’ writing, students’ writing samples included the organizational elements showing that their understanding had filtered into their writing.

#### **5.3.2.5 Meeting 11: ICoT**

The first meeting of this stage was for the students to write their first draft of the descriptive text about their school. They had eighty minutes to finish this

activity and they could ask for the teacher's help when they needed (Feez and Joyce, 1998; Derewianka, 2004). Before writing the first draft, the teacher reminded the students of the process. First, the students made a mind map of the topic they should write. All the students carried out this activity well since they had done this activity several times.

Having finished the mind mapping activity, the students began drafting the ideas into a rough draft. Then, they wrote their first drafts. When they had finished their first drafts, one by one the student showed their texts to the teacher to be read and commented. In the next activity, the teacher and the students discussed ways to improve students' first drafts both structurally and linguistically. The students managed to complete the assignment within forty minutes although some of them did not finish their texts. At the end of this meeting, all the students submitted their first drafts to the teacher to be marked.

#### **5.3.2.6 Meeting 12: ICoT**

At this meeting, the teacher asked students to write their second drafts individually. After that, the teacher checked and gave comments to their writing. Then, the teacher asked the students to write their final texts. They were given forty minutes to write their final texts. Most of the students finished the text on time and they had the chance to proofread their writing and produced well written pieces of writing, compared to the text produced in the first cycle, regarding the organization of their paragraphs and the linguistic features of the texts.

From the observations, the teacher could see that Hammond *et al.* (1992) claims that in the independent construction phase, the teacher's role consists of being available for consultation with individual students who need specific feedback, instead of providing them with direct support. The students were enthusiastic about the independent writing opportunity. It was gratifying to note the students' growing confidence in their writing ability. Finally, when the students submitted their edited copy to the teacher, they expressed their confidence and satisfaction with their progress. As in the first cycle, the final text was considered as the post-test in this second cycle.

### 5.3.3 Analysis of Students' Test Scores

Based on the statistical analysis by using Statistical Package for the Social Sciences (SPSS) for Windows version 20.0., the descriptive statistics of the post-test 2 is presented in Table 5.15 below.

Table 5.15 Descriptive Statistics of Post-Test 2

| Post-Test 2        |         |          |
|--------------------|---------|----------|
| N                  | Valid   | 28       |
|                    | Missing | 0        |
| Mean               |         | 77,0089  |
| Std. Error of Mean |         | 2,97583  |
| Median             |         | 83,7500  |
| Mode               |         | 92,50    |
| Std. Deviation     |         | 15,74662 |
| Range              |         | 57,50    |
| Minimum            |         | 37,50    |
| Maximum            |         | 95,00    |
| Sum                |         | 2156,25  |

From the results above, it can be said that the mean of students' writing scores increased from 56.70 (Table 5.2) to 77.01. The maximum score in this post test was 95.00 and the minimum score was 37.50. From the results obtained, it can be interpreted that the mean score of the post-test 1 is greater than the pre-test (the mean score was 22.59 and the SD was 16.65). The improvement of the mean score can be seen in Figure 5.1 below.

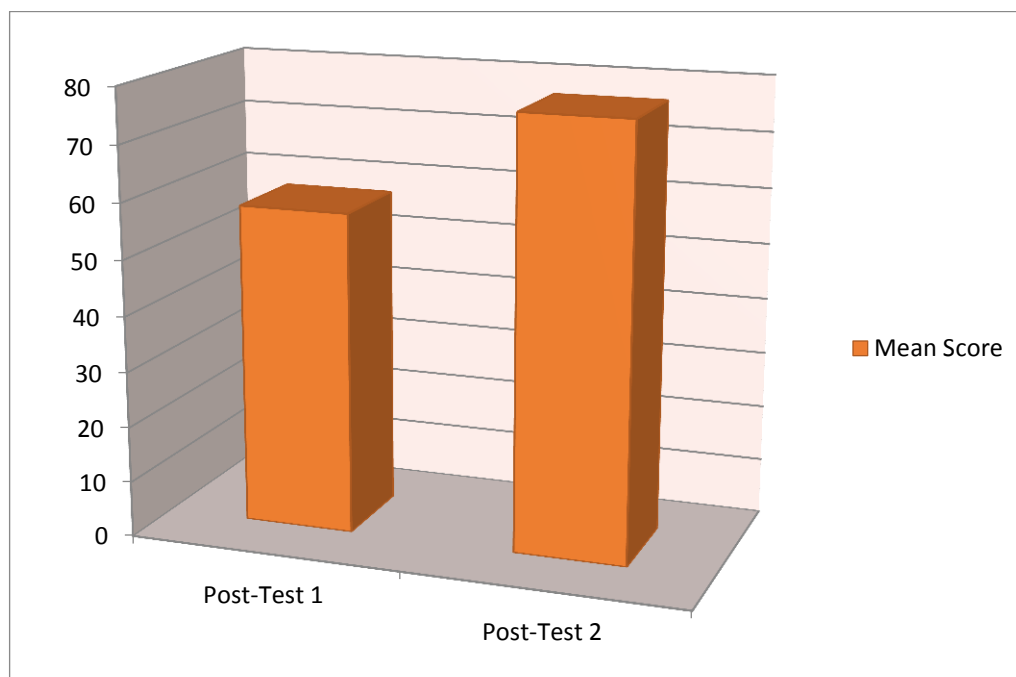


Figure 5.2 Improvement of Mean Scores of Students' Writing Text in the First and Second Cycle

Figure 5.2 proves that there is an improvement in the mean score of students' writing text. This indicates that the implementation of GBA in teaching writing helped improve the students' achievement in writing descriptive text. This improvement could be gained by implementing the stages of GBA as proposed by and also the explicit teaching (Gibbons, 2002). Based on the results above, it can be concluded that there is an improvement of students' writing achievements after the GBA was implemented in the teaching of descriptive text writing.

To test the statistical differences between the results of post-test 1 and post-test 2, a paired samples t-test was conducted. The hypotheses tested are:

$H_0$ : There is no difference between the mean score in post-test 1 and post-test 2

$H_1$ : There is a difference between the mean score in post-test 1 and post-test 2

The results of the paired samples t-test are shown in Table 5.16, Table 5.17, and Table 5.18 below.

Table 5.16 Paired Samples Statistics of Pre-Test and Post-Test 1

|        |            | Mean    | N  | Std. Deviation | Std. Error Mean |
|--------|------------|---------|----|----------------|-----------------|
| Pair 1 | PostTest 1 | 56,6964 | 28 | 19,81165       | 3,74405         |
|        | PostTest 2 | 77,0089 | 28 | 15,74662       | 2,97583         |

Table 5.17 Paired Samples Correlations of Pre-Test and Post-Test 1

|                                | N  | Correlation | Sig. |
|--------------------------------|----|-------------|------|
| Pair 1 PostTest 1 & PostTest 2 | 28 | ,923        | ,000 |

Table 5.18 Paired Samples Test of Pre-Test and Post-Test 1

|        |                         | Paired Differences |                |                 |   |           | t       | df | Sig. (2-tailed) |
|--------|-------------------------|--------------------|----------------|-----------------|---|-----------|---------|----|-----------------|
|        |                         | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |           |         |    |                 |
|        |                         |                    |                |                 | Lower                                     | Upper     |         |    |                 |
| Pair 1 | PostTest 1 – PostTest 2 | -20,31250          | 8,04088        | 1,51958         | -23,43043                                 | -17,19457 | -13,367 | 27 | ,000            |

Table 5.18 shows the t-value of post-test 1 and post-test 2 was -13.367 and the probability of significance is .000 which is lower than 0.05, which indicates that the difference between pre-test scores and post-test scores was significant at a significant level .05 (O'Rourke *et al.*, 2005). This result proves that there is a significant difference between post-test 1 and post-test 2 of students' writings; the second post-test results are significantly higher than the first post-test. The mean difference is -20.31250. The mean difference is negative here because the scores gained after the implementation of the GBA was subtracted from the scores gained before the implementation (O'Rourke *et al.*, 2005). Thus, the mean difference shows that the scores improve after the implementation of GBA. It means that using GBA in teaching descriptive text writing is effective and can help students improve their achievement in writing descriptive texts.

In this cycle, the null hypothesis is also rejected and the alternative hypothesis is accepted. This implies that students' writing achievements

significantly improved after learning descriptive text through the GBA. Thus, it indicates that the GBA was effective to help students improve their writing ability. At this stage, the mean score had achieved the criteria of success of this study as stated in Chapter III.

### 5.3.4 Analysis of Students' Text in Post-Test 2

In the following sections, the students' texts produced in the second cycle analyzed based on the schematic structure, the linguistic features and the social function of descriptive text suggested by Gerot and Wignell, 1994, Derewianka, 2004, Knapp and Watkins, 2005, Emilia, 2012. The analysis of the students' texts, especially written by high achievers and middle achievers had shown good control of the schematic structure and linguistic features. However, several aspects still need improvement. The analysis will be described in the following sections.

#### 5.3.4.1 Low Achiever

The third text written by Yogi was gained from the second post-test. The theme, as mentioned before, was about school. The analysis of the text can be seen in Table 5.19 below.

Table 5.19 Analysis of Text 3 Written by Low Achiever

| Schematic Structure | My School  | Linguistic Features  |
|---------------------|--|--|
| Identification      | My school <del>is</del> SMP Negeri 3 Kabanjahe.  | Significant participant: my school<br>Linking verbs: <del>is, are, has</del>   |
| Description         | My school <del>is</del> <del>fresh</del> <del>because</del> my school has flowers. There are many flowers in the school yard and stair. There are fifteen class, and twenty three room. The <del>are</del> also two canteen, <del>and</del> two toilet, <del>toilet</del> boy and toilet girl. In front of school is gate. Library in school is enough wide. There are net for voli and one bell. I love school in SMP Negeri 3 Kabanjahe. | Linking verbs: <del>is, are</del><br>Adjective: <del>fresh, wide</del><br>Technical vocabularies: school yard, canteen, library, toilet, bell<br>Mental verb: <del>love</del><br>Present tense: <del>is, are, love</del> |

The text presented in Table 5.19 was written in one paragraph. However, the text is longer than Yogi's second text obtained in the first cycle. Consistently, Yogi started his text with identification of his school and continued with descriptions of facilities in his school. It suggests that the writer had got good control of the schematic structure of descriptive text after the GBA stages implemented in the teaching of writing as suggested by Hammond *et al.* (1992), Gibbons (2002), Emilia *et al.* (2008), and Emilia (2010, 2012). This reveals that the building knowledge and modeling stages have an enormous influence in improving the low achievers ability in writing descriptive text.

In terms of linguistic features, the text shows some grammatical mistakes, such as: *There are fifteen class, and twenty three room* which suggests that the students' inconsistent to used the plural form, whereas in previous sentence he used the appropriate form of the plural. These mistakes are also found in the next sentence, *The are also two canteen, and two toilet, toilet boy and toilet girl*. The writer should use *toilet for boy* and *toilet for girl*. These mistakes suggest that this student still needed some helps in using plural form and the preposition. However, compared to Yogi's second text in the first cycle, this text is in some ways much better and shows his good control of some linguistic features of descriptive text, such as:

- Use of specific participant: ***My school*** is SMP Negeri 3 Kabanjahe.
- Use of linking verbs: *is, are, has*
- Use of present tense: *is, are, love*
- Use of adjective: *fresh, wide*
- Use of technical vocabularies: *school yard, canteen, library, toilet, bell*
- Use of mental verb: *love*

In general, this text has reached the social purpose of descriptive text, that is to describe the school of the writer. Although some grammatical mistakes are still found in this text, these mistakes can be resolved by explaining more English sentence structure and more time to practice.

### 5.3.4.2 Middle Achiever

Another text written by Fira as a middle achiever was gained from the second post-test. The theme was about school. The analysis of the text is displayed in Table 5.20 below.

Table 5.20 Analysis of Text 3 Written by Middle Achiever

| Schematic Structure | My School  | Linguistic Features  |
|---------------------|--|--|
| Identification      | My school <del>is</del> SMP Negeri 3 Kabanjahe.  | Specific participant: my school<br>Linking verb: is,   |
| Description         | In my school, there is <del>a</del> gate. There are <del>many</del> trees in the school. In my school, there is <del>a</del> flag pole. In my school there are 2 fields. There are many flowers in the school yard. In my school there is a bell.  | Linking verbs: is, are<br>Technical vocabularies: flag pole, school yard, bell, canteen, toilet, library, classroom, fence |
| Description         | There are fences in my school. In my school there is <del>a</del> notice board. There is a canteen in my school. There are 9 toilets in my school, 4 toilets for girls, 2 toilets for boys, and 3 toilets for teachers. There is a library in my school. We read books in the library. In my school there are 15 classrooms, 5 classrooms for the class VII, 5 classrooms for the class VIII, and 6 classrooms for the class IX. | Linking verb: is, are<br>Present Tense (Action verb): read<br>Technical vocabularies: notice board                         |

The text was written in two paragraphs. It is longer than Fira's second text gained in the first cycle. This arose because she had written this type of text for several times during the teaching program and she had enough linguistic resources after learning writing through GBA stages in the first and second cycles as suggested by Hammond *et al.* (1992), Gibbons (2002), Emilia *et al.* (2008), and Emilia (2010, 2012). Fira started her text with identification of her school and continued with descriptions of facilities in the school. It suggests that the writer had got good control of the schematic structure of descriptive text.



In terms of linguistic features, the text shows the writer's capacity in using some linguistic features of descriptive text. Compare to Fira's second text, this shows some improvements, such as:

- Use of specific participant: *My school is SMP Negeri 3 Kabanjahe.*
- Use of linking verbs: *is, are*
- Use of present tense and action verb: *is, are, read*
- Use of technical vocabularies: *flag pole, school yard, canteen, library, toilet, bell, notice board, etc.*

To sum, this text has reached the social purpose of this text, that is to describe the school of the writer.

#### 5.3.4.3. High Achiever

Another text written by Nadia as a high achiever was gained from the second post-test. The theme was about school. The analysis of the text is presented in Table 5.21 below.

Table 5.21 Analysis of Text 3 Written by High Achiever

| Schematic Structure | My School   | Linguistic Features  |
|---------------------|---|--|
| Identification      | My school <del>is SMP Negeri 3 Kabanjahe.</del>   | Specific participant: My school<br>Linking verbs: is   |
| Description         | My school has <del>two school yards, one teacher room, one headmaster room, one library, one canteen, five toilets, fifteen classrooms, etc. In my school yard there is a flag pole. In school there are many flowers and trees.</del>  | Linking verbs: is, are, has<br><br>Technical vocabularies: headmaster room, canteen, flag pole, break time, teacher room, flag ceremony, canteen, bell |
| Description         | In my school there are <del>forty teachers. Every Monday, we do flag ceremony. In school there are many dustbins. If there is rubbish we throw in to the dustbins. Every break, teachers gather in the teacher room. If we like reading, we go to the library. In break time we go to</del> | Linking verb: are, has<br><br>Present tense: do, throw, like, go, gather.  |

|             |  |   |
|-------------|--|---|
|             | the canteen.   |   |
| Description | <p>In school, there are five rooms for class nine, five rooms for class eight, and five rooms for class seven. In school there are one toilet for girls and boys has too. Headmaster room is beside teacher room. When the bell rings we enter the classroom from the gate. Class VIII 1 and IX 5 have to go to the stairs to reach their classroom. Class VII 1 is beside Class VII 2. Computer room is between toilet girls and teacher room. Canteen is beside class VII 5. Class VII 4 is between class VII 3 and VII 6. I love my school because it is beautiful.</p> | <p>Linking verb: is, are, has</p> <p>Present Tense (Action verbs: rings, enter, reach, go, have to)</p> <p>Adjectives: beautiful</p> <p>Mental verb: love</p> |

The text was written in three paragraphs. It is longer than Nadia's second text in the first cycle. This text shows that Nadia had had good control of the schematic structure of descriptive text Gerot and Wignell, 1994, Derewianka, 2004, Knapp and Watkins, 2005, Emilia, 2012. She started her text with identification in the first paragraph and continued with the descriptions of facilities in the school in the second and third paragraph.

In terms of linguistic features, the text shows the writer's capacity in use some linguistic features of descriptive text. Compare to her second text, in this text, Nadia showed some improvements in writing her text, such as:

- Use of specific participant: *My school is SMP Negeri 3 Kabanjahe.*
- Use of linking verbs: *is, are, has*
- Use of present tense and more action verbs: *is, are, do, throw, like, go, gather, rings, enter, reach, go, have to*
- Use of more technical vocabularies: *headmaster room, canteen, flag pole, break time, teacher room, flag ceremony, canteen, bell*
- Use of mental verb: *love*

In conclusion, this text has achieved the social purpose of this text, that is to describe the school of the writer.

### 5.3.5 Reflection

After the completion of the second cycle of this research, a reflection was held. In reflection stage, the teacher and observer again reviewed observation notes, observation checklists, and all the students' works as proposed by Koshy, 2005, Mills, 2007 and Burns, 2010. This section summarises the main results. First, the teacher and the observer reflected that the teaching practice were more systematic and more focussed on the lesson plans. All the activities planned in each stage can be implemented well in this cycle as proposed by Hammond *et al.* (1992), Gibbons (2002), Emilia *et al.* (2008), and Emilia (2010, 2012). It can be concluded that the teacher did the teaching program better than the first cycle because all students were active in learning writing by using GBA stages. The students could be controlled well and students paid attention to the teacher when the teacher explained about the topics.

Second, it was agreed that the results of the post-test in the second cycle was satisfied because the results of the post-test 2 show that the mean score increased from 56.70 (Table 5.7) to 77.01. The result of the mean score of students' writing test had met the first criterion of success of this research as mentioned in Chapter III. The improvement in student writing achievement had satisfied the teacher and the observer.

Third, the results of the students' text analysis show that most of the students had got good control of the schematic structure and linguistic features of descriptive text. This achievement was obtained by implementing all the stages of GBA and repetition in writing practice through joint construction and independent construction. Besides, by learning writing through GBA, students could improve their writing ability through analyzing sample texts and then produced similar texts by following the conventions of specific text types (Hyland, 2003). Their texts also had met the social purpose of the descriptive text as proposed by Gerot and Wignell, 1994; Derewianka, 2004. As said by Hyland (2004), by implementing GBA, students are expected not just write but they have to achieve the purpose of the writing. This expectation had been achieved in this cycle.

Considering all the results above, both the teacher and the observer decided to discontinue the action to the next cycle. Consequently, the action phase was completed and the next phase, post-action phase, were conducted to get more information about students' attitude towards the implementation of GBA in the teaching of descriptive text writing. The descriptions of the activities in the post-action phase are taken up below.

#### **5.4. Post-Action Phase**

Several activities were conducted after the action phase had been finished. This phase was called post-action phase (see Lim, 2007). The activities conducted in phase were doing the questionnaire survey and focus group interview with the students. These activities were carried out in the same day. The analysis of the data resulted from the two data sources are elaborated below.

##### **5.4.1. Questionnaire Analysis**

A questionnaire survey conducted after the completion of the teaching program was intended to elicit the students' attitudes towards the implementation of GBA in the teaching of descriptive text writing, i.e. affective, behavioral, and cognitive components (Oskamp and Schultz, 2005). The 25-item attitude questionnaire was in the form of a Likert Scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The complete map of the statements in the questionnaire and the questionnaire for the students are presented in Appendix 6 and 7.

The students' responses to the questionnaires were coded and keyed into the SPSS program 20.0 for statistical analysis. Then, the scores obtained from the questionnaire responses were placed on a continuum ranging from 28 (minimum score) to 140 (maximum score). The midpoint is 70. The higher the attitude score is more positive the students' attitudes. Table 5.22 summarizes the results of the students' responses to the five-point Likert-scale questionnaire statements (items).

Table 5.22 Results of the Five-point Likert-Scale Questionnaire Analysis

|        | SD |   | D |   | U |    | A  |    | SA |    | Total |        | %     |
|--------|----|---|---|---|---|----|----|----|----|----|-------|--------|-------|
|        | 1  |   | 2 |   | 3 |    | 4  |    | 5  |    | 1-5   |        |       |
|        | N  | V | N | V | N | V  | N  | V  | N  | V  | N     | V      |       |
| S 1-A  | 0  | 0 | 4 | 8 | 1 | 3  | 15 | 60 | 8  | 40 | 28    | 111    | 79.29 |
| S 2-A  | 1  | 1 | 1 | 2 | 7 | 21 | 8  | 32 | 11 | 55 | 28    | 111    | 79.29 |
| S 3-A  | 0  | 0 | 1 | 2 | 9 | 27 | 10 | 40 | 8  | 40 | 28    | 109    | 77.86 |
| S 4-A  | 1  | 1 | 1 | 2 | 5 | 15 | 13 | 52 | 8  | 40 | 28    | 110    | 78.57 |
| S 5-A  | 2  | 2 | 2 | 4 | 4 | 12 | 12 | 48 | 8  | 40 | 28    | 106    | 75.71 |
| S 6-A  | 0  | 0 | 0 | 0 | 3 | 9  | 13 | 52 | 12 | 60 | 28    | 121    | 86.43 |
| S 7-A  | 0  | 0 | 1 | 2 | 3 | 9  | 10 | 40 | 14 | 70 | 28    | 121    | 86.43 |
| S 8-A  | 2  | 2 | 2 | 4 | 1 | 3  | 14 | 56 | 9  | 45 | 28    | 110    | 78.57 |
| S 9-A  | 2  | 2 | 0 | 0 | 7 | 21 | 11 | 44 | 8  | 40 | 28    | 107    | 76.43 |
| S 10-B | 2  | 2 | 0 | 0 | 2 | 6  | 8  | 32 | 16 | 80 | 28    | 120    | 85.71 |
| S 11-B | 0  | 0 | 1 | 2 | 2 | 6  | 9  | 36 | 16 | 80 | 28    | 124    | 88,57 |
| S 12-B | 0  | 0 | 0 | 0 | 7 | 21 | 12 | 48 | 9  | 45 | 28    | 114    | 81.42 |
| S 13-B | 2  | 2 | 0 | 0 | 3 | 9  | 14 | 56 | 9  | 45 | 28    | 112    | 80.00 |
| S 14-B | 0  | 0 | 2 | 4 | 1 | 3  | 9  | 36 | 16 | 80 | 28    | 123    | 87.86 |
| S 15-B | 1  | 1 | 1 | 2 | 1 | 3  | 12 | 48 | 13 | 65 | 28    | 119    | 85.00 |
| S 16-B | 0  | 0 | 0 | 0 | 7 | 21 | 8  | 32 | 13 | 65 | 28    | 118    | 84.29 |
| S 17-C | 0  | 0 | 2 | 4 | 8 | 24 | 8  | 32 | 10 | 50 | 28    | 110    | 78.57 |
| S 18-C | 0  | 0 | 0 | 0 | 0 | 0  | 13 | 52 | 15 | 75 | 28    | 127    | 90.71 |
| S 19-C | 3  | 3 | 2 | 4 | 1 | 3  | 9  | 36 | 13 | 65 | 28    | 111    | 79.29 |
| S 20-C | 6  | 6 | 4 | 8 | 7 | 21 | 8  | 32 | 3  | 15 | 28    | 82     | 58.57 |
| S 21-C | 1  | 1 | 0 | 0 | 2 | 6  | 11 | 44 | 14 | 70 | 28    | 121    | 86.43 |
| S 22-C | 0  | 0 | 1 | 2 | 5 | 15 | 5  | 20 | 15 | 75 | 28    | 112    | 80.00 |
| S 23-C | 2  | 2 | 1 | 2 | 1 | 3  | 13 | 52 | 11 | 55 | 28    | 114    | 81.42 |
| S 24-C | 2  | 2 | 1 | 2 | 3 | 9  | 9  | 36 | 13 | 65 | 28    | 114    | 81.42 |
| S 25-C | 0  | 0 | 1 | 2 | 2 | 6  | 6  | 24 | 19 | 95 | 28    | 127    | 90.71 |
| Total  |    |   |   |   |   |    |    |    |    |    |       | 2858   |       |
| Mean   |    |   |   |   |   |    |    |    |    |    |       | 114.32 | 81.66 |

Maximum Score: **140** ; Middle Point: **70**

S: Statement; N: Number; V: Value

SD: Strongly Disagree; D: Disagree; U: Uncertain; A: Agree; SA: Strongly Agree

A: Affective; B: Behavioral; C: Cognitive

From Table 5.22 above, the mean score of all statements is 114.32. It shows that the scores of all statements fall above the middle point (70). This means that the students hold positive attitudes (approximately 81.66%) towards the implementation of GBA in teaching writing. In addition, based on the results, the students' attitudes towards the implementation of GBA in the teaching of writing in this study are basically classified into two categories: medium to positive attitudes.

It is found that the students gave the highest average score on Statement 18 (Sum=127) and 25 (Sum=127). These two statements related to the cognitive

component of attitude. The positive responses of the students to Statement 18 (*According to me, learning writing is important*) shows that they thought that learning writing became important for them after the GBA was implemented in teaching descriptive text in their class. Understandably, it happened because GBA gives explicit instruction in a highly systematic and logical manner (Firkins *et al.*, 2007). By learning writing through step-by-step processes, the students realized that writing was important for them to study.

In addition, students thought that their texts should be evaluated and revised based on their responses to statement 25 (*According to me, the text I have written need to be revised and corrected*). It is related to what is stated by Gabrielatos (2002) that in doing writing, four steps in writing process should be realized. They are title analysis, planning, writing the first draft, and evaluating and improving the first draft. This means that revising (evaluating and improving the first draft) is needed in doing writing whether the students are low achievers or high achievers. It also proves that writing is not a “straightforward task” as stated by Gibbons (2002).

Below are the description of the questionnaire data based on the three components of the attitude the students’ responses to the questionnaire items. Each of the attitude component is elaborated in the following sub-sections.

#### **5.4.1.1 Affective Component of Attitude**

The responses regarding the affective component of attitude towards the implementation of GBA in the teaching writing shows that the mean score is 111.77. This indicates that affectively the students had positive toward writing, teaching writing, and the implementation of GBA. The results of the responses of the students to the affective component statements in the questionnaire can be shown in Table 5.23 below.

Table 5.23 The Results of Affective Component

|       | SD |   | D |   | U |    | A  |    | SA |    | Total |        | %     |
|-------|----|---|---|---|---|----|----|----|----|----|-------|--------|-------|
|       | 1  |   | 2 |   | 3 |    | 4  |    | 5  |    | 1-5   |        |       |
|       | N  | V | N | V | N | V  | N  | V  | N  | V  | N     | V      |       |
| S 1   | 0  | 0 | 4 | 8 | 1 | 3  | 15 | 60 | 8  | 40 | 28    | 111    | 79.29 |
| S 2   | 1  | 1 | 1 | 2 | 7 | 21 | 8  | 32 | 11 | 55 | 28    | 111    | 79.29 |
| S 3   | 0  | 0 | 1 | 2 | 9 | 27 | 10 | 40 | 8  | 40 | 28    | 109    | 77.86 |
| S 4   | 1  | 1 | 1 | 2 | 5 | 15 | 13 | 52 | 8  | 40 | 28    | 110    | 78.57 |
| S 5   | 2  | 2 | 2 | 4 | 4 | 12 | 12 | 48 | 8  | 40 | 28    | 106    | 75.71 |
| S 6   | 0  | 0 | 0 | 0 | 3 | 9  | 13 | 52 | 12 | 60 | 28    | 121    | 86.43 |
| S 7   | 0  | 0 | 1 | 2 | 3 | 9  | 10 | 40 | 14 | 70 | 28    | 121    | 86.43 |
| S 8   | 2  | 2 | 2 | 4 | 1 | 3  | 14 | 56 | 9  | 45 | 28    | 110    | 78.57 |
| S 9   | 2  | 2 | 0 | 0 | 7 | 21 | 11 | 44 | 8  | 40 | 28    | 107    | 76.43 |
| Total |    |   |   |   |   |    |    |    |    |    |       | 1006   |       |
| Mean  |    |   |   |   |   |    |    |    |    |    |       | 111,77 | 79.84 |

#### 5.4.1.2 Behavioral Component of Attitude

As shown in Table 5.24 below, the behavioral component of attitude towards implementation represented the highest mean score (118.57) and the percentage is 84.69%. That is, the participants have positive behavioral attitude and feel relaxed whenever they study writing in class through the GBA.

Table 5.24 The Results of Behavioral Component

|       | SD |   | D |   | U |    | A  |    | SA |    | Total |        | %     |
|-------|----|---|---|---|---|----|----|----|----|----|-------|--------|-------|
|       | 1  |   | 2 |   | 3 |    | 4  |    | 5  |    | 1-5   |        |       |
|       | N  | V | N | V | N | V  | N  | V  | N  | V  | N     | V      |       |
| S 10  | 2  | 2 | 0 | 0 | 2 | 6  | 8  | 32 | 16 | 80 | 28    | 120    | 85.71 |
| S 11  | 0  | 0 | 1 | 2 | 2 | 6  | 9  | 36 | 16 | 80 | 28    | 124    | 88,57 |
| S 12  | 0  | 0 | 0 | 0 | 7 | 21 | 12 | 48 | 9  | 45 | 28    | 114    | 81.42 |
| S 13  | 2  | 2 | 0 | 0 | 3 | 9  | 14 |    | 9  | 45 | 28    | 112    | 80.00 |
| S 14  | 0  | 0 | 2 | 4 | 1 | 3  | 9  | 36 | 16 | 80 | 28    | 123    | 87.86 |
| S 15  | 1  | 1 | 1 | 2 | 1 | 3  | 12 | 48 | 13 | 65 | 28    | 119    | 85.00 |
| S 16  | 0  | 0 | 0 | 0 | 7 | 21 | 8  | 32 | 13 | 65 | 28    | 118    | 84.29 |
| Total |    |   |   |   |   |    |    |    |    |    |       | 830    |       |
| Mean  |    |   |   |   |   |    |    |    |    |    |       | 118.57 | 84.69 |

#### 5.4.1.3 The Cognitive Component of Attitude

The cognitive component represents the middle percentage of attitudes towards the implementation of GBA (80.79%) as displayed in Table 5.25. The

findings indicated that the majority of the students showed positive cognitive attitude towards the implementation of GBA in the teaching of writing.

Table 5.25 The Results of Cognitive Component

|       | SD |   | D |   | U |    | A  |    | SA |    | Total  |       | %     |
|-------|----|---|---|---|---|----|----|----|----|----|--------|-------|-------|
|       | 1  |   | 2 |   | 3 |    | 4  |    | 5  |    | 1-5    |       |       |
|       | N  | V | N | V | N | V  | N  | V  | N  | V  | N      | V     |       |
| S 17  | 0  | 0 | 2 | 4 | 8 | 24 | 8  | 32 | 10 | 50 | 28     | 110   | 78.57 |
| S 18  | 0  | 0 | 0 | 0 | 0 | 0  | 13 | 52 | 15 | 75 | 28     | 127   | 90.71 |
| S 19  | 3  | 3 | 2 | 4 | 1 | 3  | 9  | 36 | 13 | 65 | 28     | 111   | 79.29 |
| S 20  | 6  | 6 | 4 | 8 | 7 | 21 | 8  | 32 | 3  | 15 | 28     | 82    | 58.57 |
| S 21  | 1  | 1 | 0 | 0 | 2 | 6  | 11 | 44 | 14 | 70 | 28     | 121   | 86.43 |
| S 22  | 0  | 0 | 1 | 2 | 5 | 15 | 5  | 20 | 15 | 75 | 28     | 112   | 80.00 |
| S 23  | 2  | 2 | 1 | 2 | 1 | 3  | 13 | 52 | 11 | 55 | 28     | 114   | 81.42 |
| S 24  | 2  | 2 | 1 | 2 | 3 | 9  | 9  | 36 | 13 | 65 | 28     | 114   | 81.42 |
| S25   | 0  | 0 | 1 | 2 | 2 | 6  | 6  | 24 | 19 | 95 | 28     | 127   | 90.71 |
| Total |    |   |   |   |   |    |    |    |    |    | 1018   |       |       |
| Mean  |    |   |   |   |   |    |    |    |    |    | 113.11 | 80.79 |       |

#### 5.4.2 Focus Group Interview Analysis

This sub-section discusses the data from the focus group interview. As mentioned in Chapter III, the data from this interview are used to clarify those data from classroom observation and questionnaire. Nine students from the three categories were interviewed consecutively about their responses to semi structured questions asking by the researcher.

The researcher transcribed the results of the interview. The transcripts were then condensed into briefer statements in which the main sense of what is said paraphrase into a few words (Kvale, 1996). Then, the researcher coded the initial of the students: *St 1*, *St 2*, and *St 3* for students in the high achievers group, *St 4*, *St 5*, and *St 6* for students in the middle achievers group, *St 7*, *St 8*, and *St 9* for students in the low achievers group.

The focus group interview data with the nine students (32% of the students) provided two important results. First, the results dealt with the implementation of GBA in teaching writing, especially in writing descriptive texts. Second, the results deal with students' attitude towards the implementation of GBA in teaching descriptive text writing. The results of the interview are presented as follows.



#### 5.4.2.1 Implementation of GBA in the Teaching Descriptive Text Writing

Before asking the students about the implementation of the GBA, the researcher asked the students whether they like writing before the research held in their class. Of the nine students interviewed, six students responded that they did not like writing. They said that they did not like writing because they did not know what writing was and they never practiced writing or learnt writing with their English teacher before. The students' response to this question suggests that writing actually a difficult skill for the students as have mentioned in Chapte\

To respond the second question, about teaching English, all the students said that their English teacher never taught them writing or how to write. One of the students (S5) even said that the teacher always asked them to translate a text from the textbook and wrote the translation in their notebook. This answer indicates the potential of introducing the GBA for teaching writing descriptive texts in this particular context (Emilia *et al.*, 2008; Emilia, 2010, 2012).

When asked about the implementation of the GBA in teaching descriptive text writing, All of the students in the focus groups agreed that the GBA was useful to them. Most students said that through the activities implemented by the teacher in writing class, they could produce better texts. They said:

(S2) *After learning writing with you (the GBA), I think my writing ability has been improved.*

(S3) *After learning writing, my understanding of how to write text has been improved.*

(S5) *I learned how to organize my ideas to produce a good text.*

(S9) *I think I learned a lot regarding vocabulary. It's very important to know how to write in English. Knowing the number of paragraphs, how to write a good descriptive text.*

GBA refers to teaching learners how to make use of language patterns to achieve a coherent, purposeful composition (Hyland, 2003). Moreover, it is said that genre approaches to writing instructions are rooted in the idea that any successful text reflects its writer's awareness of its context and the readers that form part of that context (Hyland, 2007).

Below are some examples from students' responses to a question that asked them what they had learned about the process of producing a text in the teaching program.

*(S1) Text structures.*

*(S5) The organization of a text and of ideas.*

*(S7) I think I learned a lot regarding vocabulary. It's very important to know how to write in English. Knowing the number of paragraphs, how to write a descriptive text*

*(S9) The structure of a text; how to put together a text.*

The students explicitly mentioned the organization of ideas, planning, and text structure as elements they had worked on and that would help them in their writing in general. It is related to all the stages of GBA, building knowledge, modeling, joint construction, and independent construction (Hammond *et al.*, 1992; Gibbons, 2002; Emilia *et al.*, 2008; and Emilia, 2010, 2012).

When asked what they had learned during the research project, half of the students stated that they could study many important things. This can be seen from the excerpt below.

*(S1) After learning writing with you , I can write a descriptive text.*

*(S3) I can study how to write a text.*

*(S7) I can write a text.*

*(S4) I learned to write a paragraph that I have never done before.*

*(S8), (S9) Now, I know how making a sentence.*

By considering the student answers above, it can be concluded that the students thought that the GBA was useful because their writing ability had improved after learning writing through GBA and they felt more confident in writing. The students' responses seem closely related to the way the teacher implemented the GBA in the class. The students impress with the achievement they got during the teaching program. The results from the interview also indicated that the students liked the GBA (Oskamp and Schultz, 2005).

Turning to the next question about the activity the students liked during the teaching program, the students' responses are as the following excerpts.

(S8), (S9) *I like listening.* (BKoF)

(S2), (S4), (S9) *I like group work.* (MoT, JCoT)

(S3), (S5), (S6), (S7) *I like writing independently.* (ICoT)

#### 5.4.2.2 Students' Attitude towards the Implementation of GBA

Overall, it seems that the implementation of the GBA in teaching writing had a very deep impact on the students' writing attitudes. In line with the questionnaire results, the interview data show that the students have positive attitudes towards learning the English language. When asked how they felt about teaching program, seven students indicated that they felt happy learning writing by using the GBA. For example:

(S3) *I thought that (the GBA) was a good teaching program since this program helped improve my writing ability. This made me feel more confident.*

(S5) *I liked the teaching program because it was quite easy to follow. The topics are improving from easy to difficult.*

These comments suggest students' appreciation of the necessity of the acts of teaching and learning writing by implementing GBA as proposed by (Hammond *et al.*, 1992; Gibbons, 2002; Emilia *et al.*, 2008; and Emilia, 2010, 2012). Hence, students' general response to GBA was positive. These findings confirm the findings from Ahn (2012) and Elashri (2013) which show that the attitude of students towards writing is more positive after the implementation of GBA in teaching writing.

In brief, it was found that the three different groups of the students had positive attitudes toward the GBA since they had favorable attitudes towards the teaching method, activities, and exercises. Moreover, they felt that the GBA had helped them to improve their writing and made them feel more confident.

### 5.5 Discussion

This section presents a discussion of the findings in this study. To ease of the reference, the discussion is presented according to the order of the research problems.

### **5.5.1 Research Problem 1: Improvement of students' ability of writing descriptive text through GBA**

To answer the first research question, data gathered from the classroom observations, students' writing tests, samples of students' texts, and a focus group interview are analysed. First, data obtained from the classroom observations indicate that the GBA was able to help improve the students' ability to write descriptive texts. The implementation of the GBA in teaching and learning writing proved to be effective throughout this study. The observation data indicate that the teacher had implemented the GBA successfully by using the stages suggested by the genre theorists (Hammond *et al.*, 1992; Feez and Joyce, 1998; Gibbons, 2002; Derewianka, 2004). The students also completed all the activities during the teaching and learning process.

The first stage, Building Knowledge, helped the students to gain enough background knowledge of the topic they wanted to write about (Gibbons, 2002). The building knowledge stage considered as very helpful stage since by doing this stage, the students were able to obtain background knowledge of the topic studied in the teaching program. Building knowledge activities conducted by the teacher in this study included listening and reading texts about school life. It was indicated from the observations that the teacher's active scaffolding processes at this stage of the cycle benefited students by making them aware of the different ways of descriptive text was organised for different communicative purposes. In addition, students' confidence level increased and the approach encouraged a positive attitude towards writing (Ahn, 2012).

The second stage, MoT, advantaged the students to understand the social function, the schematic structure and the linguistic features of a descriptive text (Gerot and Wignell, 1994; Derewianka, 2004; Knapp and Watkin, 2005). In the third stage, JcoT, the students were able to plan their ideas effectively using the mind mapping technique and collaborative writing activities. In this stage, the student wrote descriptive texts collaboratively with the teacher and the peers. As a result they produced well organized descriptive texts. Furthermore, in the last stage, IcoT, the students were able to retrieve their prior knowledge about

different topics and design mind maps using the knowledge. Therefore, it can be said that the GBA is effective to improve students' writing ability especially in writing descriptive text.

Second, based on the results of the writing tests, students showed a great improvement in the achievement of their writing tests' mean scores.. The improvement in the results of students' writing test can be seen in from the pre-test to post-test 1. This indicates that the GBA proved effective to improve the students' ability in writing descriptive text as demonstrated in the study of Tuan, 2011; Ahn, 2012; Elashri, 2013. From the paired sample t-tests, it was also seen that there were a statistically significant improvement in the students' ability of descriptive writing performance after the GBA was implemented. The implication is, therefore, indicated that the GBA can improve students writing achievements.

Third, the results of post-test 2 indicate that the mean score of the students' test scores in the second cycle also increase in 77.01(SD 15.75). This study reveals that there is a statistical difference between the post-test 1 and post-test 2 (O'Rourke *et al.*, 2005). Based on the results of the tests, the first and second points of the criteria of success in this study have been achieved. The results of the students' test analysis also reveal that the writing ability of students in three groups improved statistically after the implementation of the GBA. The improvement of the mean scores of the three tests can be shown in Figure 5.3 below.

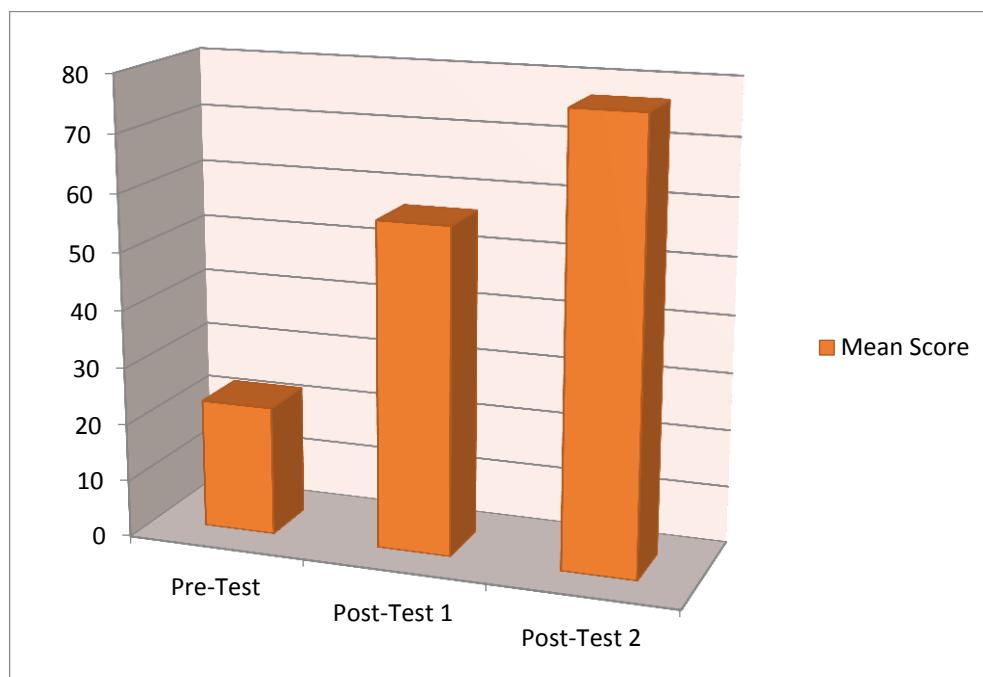


Figure 5.3 Improvement of Mean Scores of Students' Texts

Fourth, related to the results of the analysis of students' texts, many improvements are shown in students' ability in writing descriptive text. The result of the text analysis indicates that the students had got good control of the schematic structure of a descriptive text in writing their texts. It helped the students to achieve the purpose and the function of the genre. The students' texts had shown the appropriate elements of a descriptive text as proposed by Gerot and Wignell, 1994, Derewianka, 2004, Knapp and Watkins, 2005, Emilia, 2012. Meanwhile, further analyses of linguistic features reveal that the writers from low achievers up to high achievers had applied most of the linguistic features in descriptive text successfully.

From the interview, it is discovered that all the students concurred that GBA could help them improve their ability in writing descriptive texts. It proved that the GBA can help students improve their writing ability (Emilia, 2010, 2012). The four stages of GBA definitely helped the students to produce good writing of descriptive text. The students assumed each stage of the GBA gave particular

contribution to improve their descriptive writing skill. Cited below are the students' positive comments on the implementation of GBA in teaching writing.

(S2) *After learning writing with you (the GBA), I think my writing ability has been improved,*

(S4) *After learning writing, my understanding of how to write text has been improved.*

Also, the students supposed that the GBA was good approach to implement since it could encourage students' self-confidence and the students could enjoy the activities during the stages.

In conclusion, the GBA is proved to be effective to teach writing in order to improve the students' report writing achievement. This approach does not only encourage the students to produce better writing, it also can make the students more active in the class and cooperative with the others since they have discussion and proofread the writing products each other. Hence, the GBA is considered as good teaching approach to teach descriptive writing. Results in this study also confirm findings from the studies of (2012) and Emilia *et al.* (2008) which show that the GBA is an effective approach in teaching writing.

### **5.5.2 Research Problem 2: Students' attitudes towards the implementation of the GBA in teaching descriptive text writing**

In order to address this research problem, which concerns with the students' attitudes towards the implementation of GBA in the teaching of descriptive text writing, this study employed such triangulated elicitation procedures of students' questionnaire, focus group interview and classroom observation as mentioned in Chapter III.

Overall, the results of both the questionnaire and the interview, along with data from classroom observations, suggested that students have positive attitudes towards the implementation of the GBA in teaching descriptive texts writing. The findings from the questionnaire prove that the students have positive attitude of writing, teaching writing and the implementation of GBA in teaching descriptive

text writing. The summary of students' responses to the questionnaire is displayed in Figure 5.10 below.

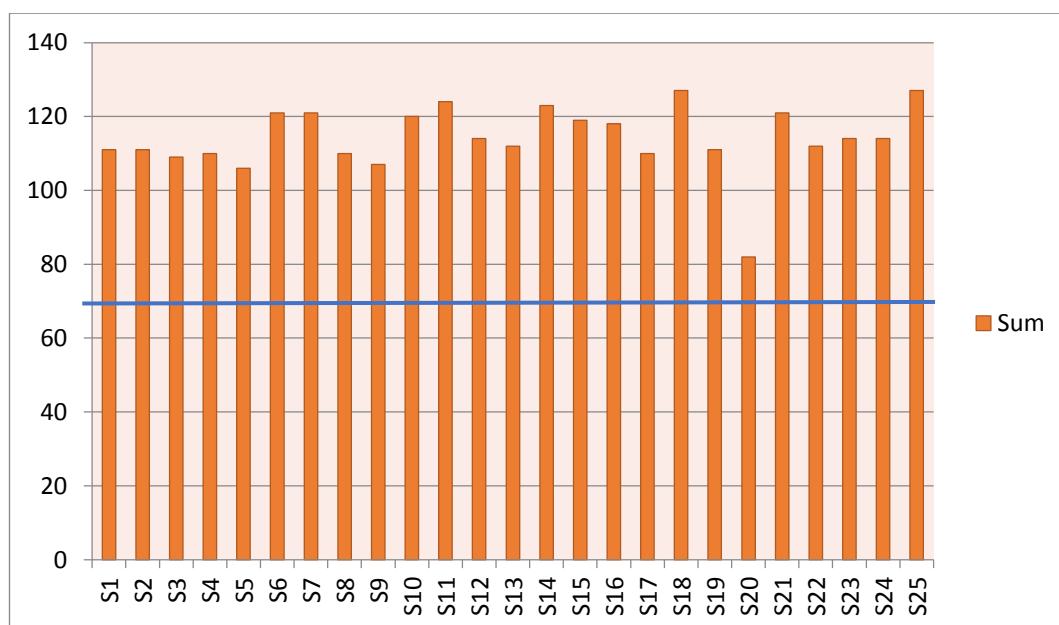


Figure 5.3 Summary of Students' Responses to the Questionnaire

The scores obtained from the questionnaire responses show that they fell above the mid point of the continuum (70). The higher the attitude score is more positive the students' attitudes. Thus, it can be concluded that all the students give positive attitudes towards the implementation of GBA in the teaching of descriptive text writing (Oskamp and Schultz, 2005).

Consistent with the questionnaire results, the interview findings also show that the students have positive attitudes towards the implementation of the GBA in the teaching descriptive text writing. The positive comments below show students' appreciation of the implementation the GBA in teaching writing.

*(S3) I thought that (the GBA) was a good teaching method because this method helped improve my writing ability. This made me feel more confident*

*(S5) I liked the teaching method because it was quite easy to follow. The topics are improve from easy to difficult.*



These comments go with what is stated by Zimbardo *et al.* (1977) that mention that individual's evaluation and liking of, or emotional reaction toward an object is formed in the affective component. The correlation between affective features and success related to a course changes from one course to another, from one level to another, and to some extends, from one country to another. For example, it can be inferred that students have a positive attitude to writing since they like the lessons (Oskamp and Schultz, 2005)

Futhermore, during the interview, some students immediately asked whether they would have the same kind of activities in their coming lessons after the lesson was over. They looked forward to having the lessons again instead of avoiding them like what they did in the past. The researcher answered that they would have the same lessons since their teacher had learnt how to practice this approach during the research.

Additionally, the implementation of GBA also promoted the students' positive attitude toward the learning process. This is supported by the observation notes data showing that the students were active in doing their writing assignments. The observation data show that more than half of the class participated in asking questions and giving ideas especially in the second cycle. Many students participated in taking the initiative to do the assignments, in helping their friends in examining the texts, in generating ideas and in finding vocabulary needed to do the assignments. All of these evidences support the basic principles of GBA suggested by Feez and Joyce, 1998; Hyland, 2003, 2007; Emilia, 2005, 2010, 2012; Emilia *et al.*, 2008; Emilia and Tehseem, 2013.

The students began to enjoy their learning process. They liked to interact with each other and be actively engaged in group discussion. It was found that almost all the students paid attention to the teacher's explanation and instruction. Most of them were actively involved in the learning process, making comments or asking questions about the instruction as well as about the picture to the teacher. Almost all of them do the assignments in every stage of GBA seriously. In addition, this study proved that the implementation of GBA in teaching writing was able to enhance the students' interest and preference to do writing. The

findings also shows that the students were satisfied with the teaching method, activities, and exercises. More importantly, they felt more confident in writing. Results in this study also confirm the findings from the studies of Elashri (2013) and Ahn (2012) which show that the attitude of students towards writing is more positive after the implementation of GBA in teaching writing.

## **5.6. Conclusion**

This chapter has discussed in detail the findings of the study resulted in three phases of the CAR as well as the discussions of the research problems overarched in this study. As far as the discussion concerned, it shows that the teacher conducted the GBA as suggested by the theorist discussed in Chapter II. The next chapter will provide the conclusions, the limitations and the recommendations of the study.